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ABSTRACT

This bibliography contains annotations for three types of Communication Skills texts: language and composition, grades 9-12; writing, grades 9-12; and world literature, grade 10. The language and composition texts that are included address teaching the stages of the writing process and provide speaking, listening, and viewing activities. The writing texts are evaluated as either supplements to language/composing texts or as the basis for composition electives. The world literature texts contain works in English by non-American, non-British authors. The evaluative criteria for textbook selection are appended. (MS)

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Annotations

State-Adopted Basic Textbooks for

Grammar / Composition
GRADES 9-12

Writing
GRADES 9-12

World Literature
GRADE 10

Division of Communication Skills
North Carolina Department of Public Instruction
WINTER 1988

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LANGUAGE ARTS/ENGLISH TEXT ADOPTION

This year three types of Communication Skills texts will be adopted:

language and composition, grades 9-12
writing, grades 9-12
world literature, grade 10.

It is important to select language and composition texts that teach the stages of the writing process and have speaking, listening, and viewing activities as well. Grammar should be taught in a composing/editing context.

Writing texts should be evaluated as either supplements to language/composing texts or as the basis for composition electives. Since writing books are more specialized and tailored to elective courses, it would not be as important for them to have the speaking, listening, and viewing skills expected in complete language and composition texts.

World literature texts for grade ten need to contain many works by non-American, non-British authors. While tenth grade can include some American and British authors, the emphasis should be on others since American writers will be studied extensively in eleventh grade and, British writers in the twelfth grade.

Overview of Language and Composition, Grades 9-12,
Writing, Grades 9-12,
Literature and Reading (World Literature) Grade 10

Introduction

The ability to communicate effectively is essential for successful participation in our rapidly-changing world. The communication skills--listening, speaking, reading, writing, and viewing--are the means by which an individual establishes satisfactory relationships within our highly complex environment, for they enhance the quality of life and promote respect for human dignity. In addition, they enable decisions to be made with precision and promptness. These skills involve thinking processes that are learned and applied as an integrated part of a whole world of experiences available to every learner. Effective communication is dependent upon three important factors: the background of experiences the learner brings to a communication situation, the developmental stage of the learner, and the learner's sense of personal worth.

The purpose of the communication skills curriculum is to help students develop the skills of:

Listening--in order to understand and respond to spoken language.

Speaking--in order to verbally express one's feelings, thoughts, ideas, and experiences in ways which are understandable to others.

Reading--in order to determine and respond to meaning from written language.

Writing--in order to express feelings, thoughts, ideas, and experiences in written forms which are understandable to others.

Viewing--in order to understand and respond to what is seen.

The study of English at grades 9-12 involves students in an exploration of genre and literary terminology at grade nine, non-American, non-British world literature at grade ten, American literature at grade eleven, and British literature at grade twelve. Students read literature written by familiar names from the literary past as well as literature written by contemporary writers of young adult literature. Students read for comprehension, write expressively and expositionally, listen and view discriminatingly for understanding, and speak clearly and confidently in a wide variety of situations. In addition, students identify different American dialects, recognize historical and cultural influences that continue to change the English language, and develop an understanding of the effects of words on perception and behavior. Students continue to build toward mastery of the intricacies of grammar and language usage through speech and writing. They apply punctuation, capitalization, and spelling skills in writing, rather than in unmeaningful grammatical drills.

The English program is performance-based: it promotes active communication; it builds on and puts into practice accumulated knowledge of earlier grades, it emphasizes conceiving, composing, and evaluating communication in real and imagined situations; and it uses the written and spoken thoughts of others to enrich personal experience.

The process approach to writing is the basis for writing instruction in the communication skills curriculum. The following stages of the writing process are emphasized:

WRITING

Prewriting

1. Develop writing proficiency through the writing process, beginning with prewriting activities.

Drafting

2. Develop writing proficiency through the writing process by composing first drafts based on prewriting experiences.

Revising

3. Develop writing proficiency through the writing process by revising first and subsequent drafts.

Editing

4. Develop writing proficiency through the writing process by editing revised drafts.

Publishing

5. Develop writing proficiency through the writing process by publishing revised and edited writing.

General Criteria for Textbooks:

A. Materials must be nonconsumable, i.e., they must have on-going usability.

B. Both "hardback" and "paperback" binding will be considered.

C. Single titles for each grade level and/or single titles designed for multiple-grade use will be considered.

D. Textbooks must be adaptable to or designed for various course lengths.

E. Content must be organized and presented in such manner as to serve (1) the general range of differences in linguistic backgrounds, aptitudes, abilities, learning rates, and special interests of adolescents, or (2) particular groups of pupils identified by differences in backgrounds, aptitudes, abilities, learning rates, and special interests.

1. Content must represent minorities in a fashion which respects their dignity and reflects their contributions to society.

2. Literature must include materials authored by women, men, and minorities.

3. Selections must provide for the reading interests of both sexes.

4. Textbooks must be free of cultural, racial, and gender bias.

F. The Language content must present such subject matter as usage, morphology, phonology, dialectology, lexicography, contemporary grammar, semantics, history of the English language, and nonverbal communication. (Refers to language and writing only.)

G. The Composition content must be compatible with the Language content, and the two may be bound together or separately. The Composition content must contain information about various types of oral and written composition; it must provide wide varieties of activities and experiences to develop students' composing, as well as editing, abilities.

H. Content must be in keeping with current research.

I. Textbooks must give attention to process learning in language and composition, i.e., questions and study guides must emphasize "how" and "why," in addition to "what," "when," and "where."

J. Textbooks must give attention to composition as a process: pre-writing, writing, revision, evaluation, and publication. Language and grammar instruction must be incorporated as indicated by needs identified through composition.

K. World literature texts with older as well as newer copyright dates will be considered.

Coordination with the N. C. Standard Course of Study:

A. Textbooks will be considered for the following courses which are described in the N. C. Standard Course of Study on the pages indicated beside the course titles:

English I (pp. 137-139)
English II (pp. 139-141)
English III (pp. 141-143)
English IV (pp. 143-145)

B. Textbooks for below-average students and for advanced students must be listed as well as textbooks for the average student.

C. In order to coordinate with world literature course content, sixty percent (60%) or more of the world literature selections must be by non-American, non-British authors.

LANGUAGE AND COMPOSITION

Grades 9-12

Below Average

BASIC SKILLS IN ENGLISH
By: Joy Littell and The Editorial Staff of McDougal, Littell & Company
McDougal, Littell & Company
Grades 9-12

I. Name, Title of Each Level:

BASIC SKILLS IN ENGLISH, 1989 Copyright
Orange Level (Grade 9)
Blue Level (Grade 10)
Yellow Level (Grade 11)
Purple Level (Grade 12)

II. Brief Overview:

BASIC SKILLS IN ENGLISH provides sequential instruction in writing, grammar, and related language skills for students who are reading below grade level but need on grade level content. Lessons are developed one step at a time and focus on one topic, so that students can master a skill before moving on to another. Each two-page lesson combines: (1) exceptionally clear explanations, (2) high-interest, relevant models, and (3) practice exercises. Lively instruction provides practice in all steps of the writing process and the application of grammar, usage, and mechanics.

III. Reading Levels, Formulas, Instructional Level:

	Dale-Chall	DRP
Orange Level (Grade 9)	5-6th Grade	54
Blue Level (Grade 10)	6th Grade	54
Yellow Level (Grade 11)	6th Grade	55
Purple Level (Grade 12)	6th Grade	56

IV. Ancillary Materials:

Teacher's Edition
Practice Book
Teacher's Edition with Key
Duplicating Masters
Diagnostic and Mastery Tests
Test Answer Key
Teacher's Resource Binder
- Process of Writing Transparencies
- Practice Book, Teacher's Edition
- Diagnostic and Mastery Tests with Answer Key
- Teaching and Evaluating Student Writing
- Filling Out Forms and Applications

SCOPE ENGLISH WRITING AND LANGUAGE SKILLS
By: Scholastic Editors
Scholastic, Inc.
Grades 9-12

I. Name, Titles of Each Level:

SCOPE ENGLISH WRITING AND LANGUAGE SKILLS, 1987 Copyright
Level 3, Grade 9
Level 4, Grade 10
Level 5, Grade 11
Level 6, Grade 12

II. Brief Overview:

SCOPE ENGLISH WRITING AND LANGUAGE SKILLS is a comprehensive writing program that transforms below-grade to average students into proficient, polished writers. Each book from grades 9-12 leads students through the four steps of the writing process: setting a goal, making a plan, writing a first draft, and revising.

This program focuses on young people's own experiences and daily lives so they understand -- and enthusiastically respond to -- what they are reading. Controlled readability with each book written two years below grade level, but with appropriately grown-up content.

Students are challenged with writing assignments culminating in full-scale compositions to spark creativity and build up confidence.

III. Reading Levels, Formulas, Instrucional Level:

	Dale-Chall
Level 3 (Grade 9)	6.2
Level 4 (Grade 10)	7.7
Level 5 (Grade 11)	8.0
Level 6 (Grade 12)	9.3

IV. Ancillary Materials:

Annotated Teacher's Edition
Student Workbook
Annotated Workbook Teacher's Edition
Print Master Tests
Apple Management Disk with Documentation
Teacher's Resource Binder (Contains: Program Introduction, Annotated Workbook Teacher's Edition, Print Master Tests, Word Processing Print Master Booklet of Writing Activities, Apple Management Disk(s) with Documentation)

LANGUAGE AND COMPOSITION

Grades 9-12

Average and Above Average

ENGLISH COMPOSITION AND GRAMMAR, Benchmark Edition
By: John E. Warriner
Harcourt Brace Jovanovich, Inc.
Grades 9-12

I. Name, Titles of Each Level:

ENGLISH COMPOSITION AND GRAMMAR, Benchmark Edition, 1988 Copyright
Third Course (Grade 9)
Fourth Course (Grade 10)
Fifth Course (Grade 11)
Complete Course (Grade 12)

II. Brief Overview:

ENGLISH COMPOSITION AND GRAMMAR focuses on effective composition and mastery of the writing process. Composition chapters, which open each level, emphasize the writing process in expository, persuasive, narrative, and descriptive writing through both paragraph and essay forms. Detailed instruction in the writing process (prewriting, writing the first draft, evaluating, revising, proofreading, and writing the final version) is presented at each level. A chapter entitled "Writing and Thinking: The Writing Process" helps students connect thinking and writing by relating critical-thinking skills to stages of the writing process. Critical thinking skills are developed through orderly, consistent instruction, then applied in practice exercises.

III. Reading Levels, Formulas, Instructional Level:

	Corrected Grade Level	Formula
Third Course (Grade 9)	9.2	Dale-Chall
Fourth Course (Grade 10)	10.2	Dale-Chall
Fifth Course (Grade 11)	11.0	Dale-Chall
Complete Course (Grade 12)	12.0	Dale-Chall

IV. Ancillary Materials:

Annotated Teacher's Edition (Grades 9-12)
Teacher's Resource Bank (Grades 9-12)
- Teacher's Resource Book which includes:
  - Worksheets
  - Tests
  - Writing and Speech Evaluation Forms
  - Writing Assignments
  - Alternative Worksheets
  - Answer Key
- Transparencies for Writing Instruction with Copying Master and Teaching Notes
- Thinking and Writing
- Correlations
- 99 Tips for Teaching the Writing Process
- Tab Key Index
- Binder with Tabs

Teacher's Resource Book (Grades 9-12)
Overhead Transparencies (Grades 9-12)
Teaching Tests (with Answer Key) (Grades 9-12)
English Grammar, Usage, and Mechanics Exercise Bank and Word Processing Software - Reproducible
Teacher's Manual

ENGLISH: WRITING AND SKILLS
By: W. Rose Winterowd and Patricia Y. Murray
Holt, Rinehart and Winston, Inc.
Grades 9-12

I. Name, Titles of Each Level:

ENGLISH: WRITING AND SKILL, 1988 Copyright
Third Course (Grade 9)
Fourth Course (Grade 10)
Fifth Course (Grade 11)
Complete Course (Grade 12)

II. Brief Overview:

ENGLISH: WRITING AND SKILLS was developed in direct response to the need for an integrated language arts approach to teaching grammar, usage, and composition. Main features are (1) writing process approach, (2) grammar with writing focus, (3) reinforcement through literary models, (4) sentence combining practice, (5) developmental progression of writing modes, (6) balance of writing modes, (7) prescriptive grammar and mechanics, (8) content area applications, and (9) use of critical thinking skills.

The annotated Teacher's Edition provides clear instructional objectives indicating behavior that can be measured. Specific teaching suggestions are arranged in easy-to-find, concise format.

III. Reading Levels, Formulas, Instructional Level:

	Dale-Chall	Fry
Third Course (Grade 9)	9.375	8.5
Fourth Course (Grade 10)	9.640	8.8
Fifth Course (Grade 11)	10.235	9.0
Complete Course (Grade 12)	10.550	9.8

IV. Ancillary Materials:

Teacher's Edition
Teacher's Resource Book
Testbook
Workbook (consumable)
Teacher's Edition of the Workbook
Test Generator Apple
Test Generator IBM
Test Scoring Apple
Test Scoring IBM

Making the Grade (Teacher's Supplement for all grades)
Writer's Notebook Apple (all grades)
Writer's Notebook IBM (all grades)

McDOUGAL, LITTELL ENGLISH
By: The Editorial Staff of McDougal, Littell & Company
McDougal, Littell & Company
Grades 9-12

I. Name, Titles of Each Level:

McDOUGAL, LITTELL ENGLISH, 1989 Copyright
Orange Level (Grade 9)
Blue Level (Grade 10)
Yellow Level (Grade 11)
Purple Level (Grade 12)

II. Brief Overview:

McDOUGAL, LITTELL ENGLISH aims to help students become effective skilled communicators by teaching them the necessary skills of thinking and writing in a motivational setting. Writing is emphasized as a problem-solving process in which students must think critically to analyze and address the task. A powerful grammar, usage, and mechanics section puts grammar in the context of writing and literature so that students comprehend the usefulness and importance of the skills. In addition, other language skills such as vocabulary, speaking and listening, and research are presented in meaningful practice and as a source of reference.

III. Reading Levels, Formulas, Instructional Level:

	Dale-Chall	DRP
Orange Level (Grade 9)	9.0	60
Blue Level (Grade 10)	9.4	62
Yellow Level (Grade 11)	10.4	63
Purple Level (Grade 12)	11.0	64

IV. Ancillary Materials:

Teacher's Edition
Test Booklet with Answer Key
Practice and Reinforcement Books
Teacher's Resource File
- Thinking Skills - Transparencies and Worksheets
- Writing Prompts
  - Starting Points for Writing - Transparencies and Worksheets
  - Ideas for Writing Booklet
- Writing and Peer Editing Aids
  - Students Revision Models - Transparencies
- Writing About Literature - Copy Masters
- Practice and Reinforcement Books
- Teaching and Evaluation Aids
  - Test Booklets
  - Writing Evaluation Guidelines
  - Software Bibliography
- Related Language Skills
  - Vocabulary Development Booklet
  - Oral Communications - Booklet
  - Standardized Test Practice - Copy Masters
- Study Guides for Novel and Other Longer Works:
  - Grade 9 - The Hound of the Baskervilles
  - Grade 10 - A Separate Peace
  - Grade 11 - The Red Badge of Courage
  - Grade 12 - Wuthering Heights

WRITING

Grades 9-12

Below Average

WRITING GUIDES
By: Sandra Panman and Richard Panman, Ph.D.
Active Learning Corporation
Grades 9-12

I. Name, Titles of Each Level

WRITING GUIDES, Grades 9-12 (below-average students), 1986 Copyright

II. Brief Overview:

WRITING GUIDES offers a comprehensive, self-paced writing curriculum for below-average students in grades 9-12. This text integrates reading, critical thinking, and writing in a mastery based language arts program. Early units develop skills such as writing complete sentences, using transitions, and sentence combining. Later guides help students write paragraphs, short stories, reports, persuasive essays, and research papers. Lessons coordinate with literature, grammar, and writing across content areas.

III. Reading Levels, Formulas, Instructional Level:

Grades 5-8; average 7.2, DRP Scale

IV. Ancillary Materials:

Student Management Forms: Students set goals and keep progress records in a booklet of management forms. These support materials enable the student to assume responsibility, work independently, and keep track of their progress.

Instructor's Manual: This manual provides clear, concise guidelines for implementation. Evaluation and record keeping forms are included.

LIVELY WRITING
By: Jeffrey Shrank
National Textbook Company
Grades 9-12

I. Name, Titles of Each Level:

LIVELY WRITING, 1985 Copyright

II. Brief Overiew:

LIVELY WRITING provides a creative, energetic approach to the process of writing. Features include:

- Concrete methods for developing, practicing, and improving creativity and writing proficiency
- Dynamic activities to teach students how to produce clear, crisp, focused writing
- Writing Labs offering opportunities to practice writing techniques and use critical thinking skills in writing
- Excerpts from the works of published writers to illustrate writing techniques
- Intriguing drawings and photographs that motivate and appeal to students

III. Reading Levels, Formulas, Instructional Level:

Grade 9, Fry Scale

IV. Ancillary Materials:

Teacher's Manual

WRITING

Grades 9-12

Average and Above Average

WRITING PROCESS TO PRODUCT
By: J. Parker
Addison-Wesley Publishing Company
Grades 9-12

I. Name, Titles of Each Level:

WRITING PROCESS TO PRODUCT, Grades 9-12, 1987 Copyright

II. Brief Overview:

Students have a sure path to success in developing writing skills using this innovative, classroom-refined text. Covering the steps involved in the writing process -- prewriting, drafting, editing, and revising -- Parker outlines an effective approach for reaching students of all abilities. Suggestions are based on a "writing workshop" format offering many assignments ranging from the simple -- narrative and descriptive paragraphs and instructions, to the complex -- research and literary essays, proposals and reports. Through success-building exercises that incorporate a variety of approaches, students will gain solid skills and confidence.

III. Reading Levels, Formulas, Instructional Level:

8.5, Dale-Chall Formula

IV. Ancillary Materials:

Teacher's Manual
Special Workshop Book (Contains: blackline masters for specific exercises and games in grammar, sentence patterns, and writing conventions)

PRACTICING THE WRITING PROCESS
By: Sheila Crowell and Ellen Kolba
Educational Design, Inc.
Grades 9-12

I. Name, Titles of Each Level:

PRACTICING THE WRITING PROCESS, 1986-88 Copyright
Book 1: The Paragraph (Suggested grade level: for high school students - average and below average)
Book 2: The Essay (Suggested grade level: for average high school students)
Book 3: Writing in the Content Area (Suggested grade level: for high school students - average and advanced)

II. Brief Overview:

These books can be used and have been used on a wide range of students, depending on the student and the grade, from remedial to average to advanced placement. The books can be used independently or in sequence. The Posters can be used independently or with the texts.

III. Reading Levels, Formulas, Instructional Level:

	Farr-Jenkins-Patterson
Book 1	5-6
Book 2	7-8
Book 3	8-9

IV. Ancillary Materials:

Practicing the Writing Process Posters

COMPOSITION: MODELS AND EXERCISES
By: John E. Warriner
Harcourt Brace Jovanovich, Inc.
Grades 9-12

I. Name, Titles of Each Level:

COMPOSITION: MODELS AND EXERCISES, Liberty/Benchmark Edition, 1986 Copyright
Third Course (Grade 9)
Fourth Course (Grade 10)
Fifth Course (Grade 11)
Advanced Composition: A Book of Models for Writing, Complete Course (Grade 12)

II. Brief Overview:

COMPOSITION: MODELS AND EXERCISES, Liberty/Benchmark Edition, and ADVANCED COMPOSITION: A BOOK OF MODELS FOR WRITING, Liberty/Benchmark Edition, is a series that guides students toward greater facility with written language. Models selected from the published works of professional writers demonstrate effective writing and the logical steps involved in good writing. Exercises present students with opportunites to compare, evaluate, and study the work of several authors in order to implement their own individual, creative style.

The Complete Course, ADVANCED COMPOSITION: A BOOK OF MODELS FOR WRITING is divided into four main sections: Descriptive Exposition, Argument and Persuasion, and Narration. The book provides models of writing from works by professional authors. A glossary, style sheet, and index are also included.

III. Reading Levels, Formulas, Instrucional Level:

	Corrected Grade Level	Formula
Third Course (Grade 9)	9.5	Dale-Chall
Fourth Course (Grade 10)	10.0	Dale-Chall
Fifth Course (Grade 11)	10.6	Dale-Chall
Complete Course (Grade 12)	9.4	Dale-Chall

IV. Ancillary Materials:

Teacher's Manual with Answer Key, Third - Fifth Course
Teacher's Manual with Answer Key, Complete Course

DEVELOPING WRITING SKILLS
By: William West
Prentice-Hall, Inc.
Grades 9-12

I. Name, Titles of Each Level:

DEVELOPING WRITING SKILLS, Grades 9-12, 1988 Copyright

II. Brief Overview:

DEVELOPING WRITING SKILLS is a comprehensive writing text based on the classical modes of writing approached through the writing process. Topics include paragraphing, explaining a scientific process, and compositions of analysis, opinion, argumentation and motivation. Students also write about literature and prepare writing samples for college entrance applications.

A useful feature is the sequence of brief-enabling activities and exercises that culminate in a major writing assignment. Students practice the elements of a particular form before attempting to reproduce that mode in its entirety. Teachers need only grade the final output.

III. Reading Levels, Formulas, Instructional Level:

9-10, Dale-Chall Formula

IV. Ancillary Materials:

Teacher's Guide

LITERATURE

Grade 10

Average and Below Average

TRADITIONS IN LITERATURE
By: Christensen, Clapp, Cohen, Conners, Cardenas, de Dwyer, Farrell, Hogan, Kuehner, Madsen, McDonnell, Miller, Millett, Pfordresher, Rodrigues, Veidmanis, K. Wood, S. Wood
Scott, Foresman and Company
Grade 10

I. Name, Titles of Each Level:

TRADITIONS IN LITERATURE, Grade 10, 1987 Copyright

II. Brief Overview:

The eight units in TRADITIONS IN LITERATURE are arranged by genre. Selections have a world literature emphasis with many countries and cultures represented. Included are poems by LaFontaine, Rilke, Yevtushenko, Borges, Sappho, Garcia Lorca, Blake, and Yeats; short stories by de Maupassant, Lu Xun and by nobel Prize winners: Isaac Bashevis Singer, Gabriel Garcia Marquez, Lagerlof, Tagore, and Heinrich Boll; three modern dramas by Rose, Rostand, and Wilder; nonfiction by Herzog, Corrie ten Boom, and Winston Churchill; Shakespeare's Julius Caesar, Euripides' Medea (in Robinson Jeffers' acclaimed translation); plus the novel One Day in the Life of Ivan Denisovich by Alexander Solzhenitsyn.

The fine program of study and review aids -- including the Handbook of Literary Terms and the new Composition Guide -- help make reading and writing easier and more profitable.

III. Reading Levels, Formulas, Instructional Level:

Grades 9-10, Dale-Chall Formula

IV. Ancillary Materials:

Teacher's Guidebook
Testbook
Answer Key
Teacher's Resource Book

LITERATURE

Grade 10

Above Average

ADVENTURES IN WORLD LITERATURE
By: James Applegate, Gordon Browne, Gretchen C. Hankins,
Thomas M. Folds, M. Elinor Brown
Harcourt Brace Jovanovich, Inc.
Grade 10

I. Name, Titles of Each Level:

ADVENTURES IN WORLD LITERATURE, Classic Edition, Grade 10,
1970 Copyright

II. Brief Overview:

ADVENTURES IN WORLD LITERATURE is a comprehensive anthology of the world's great literary masterpieces spanning more than 4,000 years. The content is organized historically, geographically, and culturally, and involves students in a humanistic approach to learning world literature. Art inserts -- color reproductions representing major periods or cultures -- supplement the literature and provide a background for the humanities.

ADVENTURES IN WORLD LITERATURE incorporates biographical sketches of authors, questions for study and discussions, and composition suggestions based on the selections. Also included are discussions of literary terms, techniques, and style.

III. Reading Levels, Formulas, Instructional Level:

Corrected Grade Level: 9-10, Dale-Chall Formula

IV. Ancillary Materials:

Tests
Teacher's Manual with Key to Tests
Lessons in Critical Reading and Writing: Three Masters of Russian Fiction

LANGUAGE AND COMPOSITION TEXTBOOK EVALUATIVE CRITERIA
GRADES 9-12

(Circle grade level of book being evaluated) GRADE 9 10 11 12

TEXTBOOK TITLE _____ COPYRIGHT DATE _____

PUBLISHER _____ AUTHOR(S) _____

EVALUATOR _____ DATE _____

Directions: Carefully examine the content of each textbook. Using the following rating scale, circle the number that identified your evaluation of each item.

4 - excellent
3 - above average
2 - average
1 - below average
0 - unsatisfactory

I. SUBJECT MATTER CONTENT AND ORGANIZATION

A. Content is coordinated with the North Carolina Standard Course of Study (pages 136-145). 4 3 2 1 0

B. Composition activities reinforce the concept of writing as a process (sentence combining, prewriting, revision, and evaluation) while addressing a specific audience for a definite purpose. 4 3 2 1 0

C. Content stresses both oral and written composition instruction, with an emphasis on language as social behavior. 4 3 2 1 0

D. Content presents such linguistic subject matter as usage, morphology, phonology, dialectology, lexicography, spelling, grammar, semantics, history of the English language, and nonverbal communication. 4 3 2 1 0

E. An established sequence to develop writing ability is in evidence. 4 3 2 1 0

F. Content stresses development of students' creative and critical thinking abilities. 4 3 2 1 0

G. Content stresses language as a cultural force as well as communication. 4 3 2 1 0

H. Questions, suggested activities and exercises provide students with opportunities to become actively and physically involved in language study and research, as well as in traditional pencil, paper work. 4 3 2 1 0

II. CONTENT PRESENTATION AND PHYSICAL NATURE OF BOOK

A.	Content and organization design contain significant flexibility to allow for alternative instructional approaches and are adaptable to or designed for various course lengths.	4 3 2 1 0
B.	Content must be presented to serve the range of differences in linguistic backgrounds, aptitudes, abilities, learning rates, and special interests of adolescents, and is free of cultural, ethnic, and sexual bias.	4 3 2 1 0
C.	Legibility of type, length of line, spacing, page layout and width of margins, and overall appearance permit ease of reading and study.	4 3 2 1 0

Total [ ]

Comments:

WRITING TEXTBOOK EVALUATIVE CRITERIA
GRADES 9-12

TEXTBOOK TITLE _____ COPYRIGHT DATE _____

PUBLISHER _____ AUTHOR(S) _____

EVALUATOR _____ DATE _____

Directions: Carefully examine the content of each textbook. Using the following rating scale, circle the number that identified your evaluation of each item.

4 - excellent
3 - above average
2 - average
1 - below average
0 - unsatisfactory

I. SUBJECT MATTER CONTENT AND ORGANIZATION

A. Content is coordinated with the North Carolina Standard Course of Study (pages 136-145). 4 3 2 1 0

B. Composition activities reinforce the concept of writing as a process (sentence combining, prewriting, revision, and evaluation) while addressing a specific audience for a definite purpose. 4 3 2 1 0

C. Content stresses language as a cultural force as well as communication. 4 3 2 1 0

D. An established sequence to develop writing ability is in evidence. 4 3 2 1 0

E. Content stresses development of students' creative and critical thinking abilities. 4 3 2 1 0

F. Questions, suggested activities, and exercises provide students with opportunities to become actively and physically involved in language study and research, as well as in traditional pencil, paper work. 4 3 2 1 0

G. Content presents models of revision and editing as well as models of finished products. 4 3 2 1 0

H. Content presents suggestions for evaluating compositions such as holistic scoring, rubrics, etc. 4 3 2 1 0

II. CONTENT PRESENTATION AND PHYSICAL NATURE OF BOOK

A. The textbook is adaptable to or designed for various course lengths and allows for alternative instructional approaches. 4 3 2 1 0

B. Content must be presented to serve the range of differences in linguistic backgrounds, aptitudes, abilities, learning rates, and special interests of adolescents, and is free of cultural, ethnic, and sexual bias. 4 3 2 1 0

C. Legibility of type, length of line, spacing, page layout and width of margins, and overall appearance permit ease of reading and study. 4 3 2 1 0

Total [ ]

Comments:

LITERATURE AND READING TEXTBOOK EVALUATIVE CRITERIA
(WORLD LITERATURE)
GRADE 10

TEXTBOOK TITLE _____ COPYRIGHT DATE _____

PUBLISHER _____ AUTHOR(S) _____

EVALUATOR _____ DATE _____

Directions: Carefully examine the contents of the textbook. The item below is an absolute requirement for the textbook to be considered. If your response to the item is NO, the textbook is ineligible, and you do not need to complete the remainder of the form.

Sixty percent (60%) or more of the selections are by NON-AMERICAN, NON-BRITISH AUTHORS. YES NO

If your response to the item above is YES, please continue evaluation of the textbook.

Directions: Carefully examine the contents of the textbook. Using the following rating scale, circle the number that identifies your evaluation of each item.

4 - excellent
3 - above average
2 - average
1 - below average
0 - unsatisfactory

I. SUBJECT MATTER CONTENT AND ORGANIZATION

A. Content is coordinated with the North Carolina Standard Course of Study (pages 141-143). 4 3 2 1 0

B. Presents critically-admired selections from the past. 4 3 2 1 0

C. Presents appealing present-day selections. 4 3 2 1 0

D. Provides integrated and sequential development of reading skills. 4 3 2 1 0

E. Questions, suggested activities, and exercises provide students with opportunities to become actively and physically involved. 4 3 2 1 0

F. Gives students practice in the development of thinking and study skills that are essential for independent work: using a dictionary, the media center, and reference material. 4 3 2 1 0

G. Provides for variety in students' questions: 4 3 2 1 0

- literal
- interpretive
- critical

H. Has a variety of types of literature authored by women and men. 4 3 2 1 0

I. Represents minorities in a fashion which respects their dignity and mirrors their contributions to society. 4 3 2 1 0

J. Provides for the reading interests of both sexes. 4 3 2 1 0

II. ORGANIZATION AND PHYSICAL NATURE OF BOOK

A. Has content suitable for traditional-length courses and/or shorter sources and allows for alternative instructional practices. 4 3 2 1 0

B. Has an organization pattern that serves the general range of differences in aptitudes, achievement, learning styles, and special interests of students, and is free of cultural, ethnic, and sexual bias. 4 3 2 1 0

C. Provides overall appearance which is satisfactory regarding legiblity of type, length of line, spacing, paper layout, and width of margins. 4 3 2 1 0

Total [ ]

Comments: